



Transitions: Life After School

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Objectives

- After IDEA...
- What to DO next?
 - Community-Based Programming
 - Postsecondary Education
 - Employment
- What supports are needed?
 - Regional Center Services for Adults
 - Generic Community Services
 - Housing
- What Benefits & Financial Planning is needed?
- How to put it all together?

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IDEA Requirements

Under the Individuals with Disabilities Education Act, reauthorized in 2004, your child is entitled to (in part):

- An annual IEP
- A free and appropriate public education (FAPE)
 - From ages 3 to 21
 - Includes related services
- Placement in the least restrictive environment (LRE)

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IDEA Requirements - Transition

The term “transition services” means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process

- Focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities,
- Including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

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IDEA Requirements - Transition

- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

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A Common Misconception...

My student has a disability and qualified for special education services.

This doesn't mean that adult service providers, upon high school graduation, will simply pick up where the school district left off.

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Transition Planning Considerations

- Will the student graduate with a diploma or certificate of completion?
Will the student need transition services to age 21?
- What adult service providers will serve the student after graduation?
- Does the student want to enroll in postsecondary education or start working?
- Where would the student like to live in the future?
- What training and supports will the student need on a daily/routine basis to be more independent, economically, socially, and as far as daily living?

After IDEA



- Postsecondary Education
- Regional Center-funded services
- Department of Rehabilitation funded-services
- Generic Community Services
- Housing
- Benefits & Financial Planning:
 - Social Security Administration
 - CalABLE

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Postsecondary Education

Section 504 of the Rehabilitation Act & Americans with Disabilities Act (ADA)

- No formal program support: students need to follow lectures; labs; reading materials; and make the connection (critical thinking skills)
- No more related services (therapies) and teacher-led accommodations; students must self-advocate.
- Fewer accommodations: no more “extra credit” to make up grade; e.g., homework not available to raise overall class grade; large class sizes (distractions); etc. Students responsible for choosing classes, paying associated fees, and coordinating transportation to/from campus.

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Postsecondary Education

- All colleges have a DSPS (Disabled Student Programs & Services) office on site to help with 504 and ADA required accommodations
- Some community colleges offer programs/classes designed for students with more moderate to severe disabilities. Classes often include: enrichment, social skills, independent living and community resources (non-college credit courses).

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Postsecondary Education

Not all students who graduate high school with a diploma or certificate are prepared for postsecondary education

Who will support the student on campus and provide navigation to classrooms, time management if gaps between classes, or help with course content and comprehension of reading materials?

Identifying what type of supports the student may require and who will fund/provide them in advance of enrollment is key to effective planning



Regional Center

If students are eligible, regional center can provide the following support services:

- Independent living skills training/Supported Living Services
- Respite Services
- Job Development/Coaching (Regional Center picks up funding after Department of Rehabilitation ceases)
- ‘Habilitation’ Services – Tailored Day Services, Community-Based Instruction, Job Readiness Programs
- Case Management & Resource and Referral
- Behavior Intervention (ABA) and/or social skills therapies
- Community Integration Programs
- Life-long “safety net”

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Department of Rehabilitation

- Best to engage Department of Rehabilitation while the student is still in high school (adult transition)
- The DOR Counselor can participate in IEP meetings and discuss services they can offer after graduation
- DOR assists individuals with disabilities to obtain, maintain, and/or regain employment consistent with their individual plan for employment (IPE)

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Department of Rehabilitation

DOR can provide eligible students with:

- Assessments for determining eligibility and priority for services by qualified personnel
- Assessments for determining vocational rehabilitation needs
- Vocational rehabilitation counseling and guidance
- Referrals and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies
- Vocational and other training services

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Department of Rehabilitation

DOR can provide eligible students with:

- Transportation to enable participation in any vocational rehabilitation service;
- Interpreter services
- Reader Services, Rehabilitation Teaching services, & orientation and mobility services
- Job-related Services
- Supported Employment Services
- Occupational licenses, tools
- Rehabilitation technology

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Adult Service Providers

Most adult service providers are contracted vendors of the Regional Center and/or Department of Rehabilitation (referrals to vendors are provided by the referring agency)

Outside of those systems, some service providers are fee-for-service

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Employment First & Competitive Integrated Employment (CIE)

Opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

Collaboration and coordination between the Department of Developmental Services, Department of Rehabilitation, and the Department of Education to prepare and support all individuals with ID/DD who choose CIE.

Opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce.

Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.



Employment First &
Competitive Integrated Employment (CIE)

Services that support people in 'regular' integrated jobs making regular pay

Phasing out sheltered workshops and subminimum wage (Making sure people in sheltered workshops and making subminimum wage have other options)

Micro-Enterprise & Customized Employment

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Generic Community Services & Supports

Look at Natural Supports, Networks and Services in the Community:

- Park & Rec
- Faith Communities
- Volunteering
- Meetup Groups
- Collaboratives and Advocacy Groups

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Recreation

- Leisure & recreation: Socialization, community activities, recreation, and having friends are important!
- Integrating adults with developmental disabilities into the community is not the sole responsibility of one agency/individual.
- Done right, everyone shall help the individual maximize their opportunities to socialize, “go-out,” and make friends to the extent they desire.

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In Home Support Services (IHSS)

A program that allows eligible recipients that are aged, blind or disabled to remain safety in their homes.

Funds a caregiver/caregivers to help with specific tasks to meet daily loving needs.

IHSS in an alternative to an out-of-home placement.

First step is after application is an assessment with a Social Worker through the County IHSS Program.

A plan is developed, and can cover personal care services, domestic services , paramedical services, and/or protective supervision.



In Home Support Services (IHSS)

Personal Care Services: Bathing and grooming, dressing, bowel and bladder care, ambulation and transfer, feeding

Domestic Services: Light housecleaning, meal prep, meal clean up, laundry, shopping, errands (e.g. medication pick-up)

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In Home Support Services (IHSS)

Protective Supervision: A service for recipients who are mentally impaired, non self-directing and physically capable of placing themselves at risk of hazard or injury.

Urgent Services: May be granted temporarily when an active-case recipient loses a provider and a significant level of care is needed daily. Require special approvals.

Paramedical Services: Require sterile procedures that are invasive (e.g. G-Tube feeding, injections, wound care). Require SOC 321 Form.

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In Home Support Services (IHSS)

Who provides the care?

Individual providers including caregivers from the IHSS registry, relatives, neighbors, friends, etc.

The Public Authority Provider Registry may assist IHSS recipients in finding providers: 1-866-351-7722

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Affordable Housing

The big picture... What do we need in our community?

Permanent, affordable, accessible, and sustained housing options must be continually developed to meet both current and future needs of people with disabilities

Community-integrated living options must be increased and enhanced through access to housing subsidy programs, community education and integration to reduce discrimination

Affordable Housing



Most individuals with disabilities will need subsidized housing (SSI benefits do not cover full market-value rent, plus necessary expenses)

Counties/some cities have a Public Housing Authority, featuring affordable housing programs, voucher programs, and some deed-restricted affordable housing. Some affordable home options are developed by collaborative, have blended-funding or are privately financed

Most options have a waiting list of several years– so plan ahead!

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Affordable Housing: Planning Ahead

- Look at options in your region
- Verify eligibility for programs and get on waitlists
- Monitor waitlists!
- Contact housing advocacy collaboratives & groups in your region
- Think about the supports and services you/your child will need for them to live more independently, and understand the funding sources for those services

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Social Security Administration

SSI: Supplemental Security Income

Benefits for children and adults with limited income and resources. If you receive SSI, you are automatically entitled to Medi-Cal (CA's Medicaid program for health insurance for people with limited income).

If you have other benefits (such as SSDI/Title II benefits) you may also get an SSI check to supplement your other income

SSDI/Title II: Social Security Disability Insurance

The first is for disabled workers who are insured under Social Security. The second is for children of disabled workers who are insured under Social Security and who are retired, disabled or deceased

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Social Security Administration

SSI is a financial benefit to children and adults with disabilities who have limited income and limited resources. It is strictly a financial benefit so the person can pay for basic needs

All SSI recipients who turn 18 must have their eligibility reviewed (Age-18 Redetermination)

The adult definition of disability in the SSI program is generally more restrictive than the childhood definition. As a part of your transition planning, look into the needs for Age-18 Redetermination

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ABLE Accounts & Cal ABLE

A new program that allows people with disabilities to establish a tax-advantaged savings account and save up to \$14k per year and up to \$100k in total without losing vital public benefits, like SSI

Earnings are not subject to federal income tax, as long as earnings are spent on qualifying expenses

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ABLE Accounts & Cal ABLE

Who is eligible?

An individual with a disability with onset before age 26 and who meets one of the following:

- Is eligible to receive benefits based on disability (e.g. SSI or SSDI)
- Has a disability certification, including a copy of the diagnosis signed by a physician

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Limited Conservatorship & Alternatives

A conservatorship is a court process where a judge decides if a person (18 or older) is determined not able to care for their health, food, clothing, shelter, finances or personal needs

Some important rights are taken away from the person and a responsible party (conservator) is appointed to make these decisions for the person

A limited conservatorship is a type created for people with disabilities. The judge decides what decisions (how limited) the conservator will make, and the person will keep all of their other rights

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Limited Conservatorship & Alternatives

A person has rights in a conservatorship, including:

- To be told what rights will be taken away
- To receive a notice and copy of the conservatorship petition at least 15 days before the court hearing
- To have an attorney represent them (or to have a judge-appointed attorney)
- To receive a copy of any reports given to the judge
- To be at the conservatorship hearing
- To challenge the conservatorship
- To have a jury trial if requested

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Alternatives to a Limited Conservatorship

Before a person can ask the court to become someone's conservator, by law that person is required to consider alternatives that may meet the needs

- **Supported Decision-Making**
- **Durable Power of Attorney**
- **Using Person-Centered Planning and a Circle of Support to build services and supports to facilitate decision making in an IEP, ITP or IPP**
 - **Advance Health Care Directives**

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Who Helps Navigate?

While the school district transition staff may help your young adult apply for some of these benefits, the responsibility largely falls on the young adult and/or family

In some situations, the Regional Center Service Coordinator may provide assistance

It's important to build a circle of support

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Putting It All Together

In Transition Planning, families are typically an integral part of the process

To the maximum extent possible, your **young adult/adult child should lead** and participate in the process, including contact and communication (however one does) with various agencies/orgs

Use Person-Centered Planning to guide the process

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Putting It All Together

Network, Network, Network with families that have gone through this, with various community agencies and with service providers...You never know when you may need their services or support

If your adult child has regional center, have their Service Coordinator to help him/her as much as possible through this process

Involved other families members and advocates, if possible: Build and maintain a circle of support!



Resources

- Department of Developmental Services:
<http://www.dds.ca.gov/>
- Person-Centered Planning:
http://www.dds.ca.gov/SearchResults.cfm?q=person+centered+planning&cx=001779225245372747843%3Ak-_qzc4cale&cof=FORID%3A10&ie=UTF-8&siteurl=http%3A%2F%2Fwww.dds.ca.gov%2F
- California Department of Education: www.cde.ca.gov
- California Postsecondary Education Commission:
<http://www.cpec.ca.gov/>
- Department of Rehabilitation: www.dor.ca.gov



Resources

- Social Security Administration: www.ssa.gov
- CA Competitive Integrated Employment Blueprint: <http://dor.ca.gov/Public/CIE-MOU.html>
- In Home Support Services: <http://www.cdss.ca.gov/In-Home-Supportive-Services>
- ABLE Act/ABLE Accounts: <http://treasurer.ca.gov/able/>
- Disability Benefits 101: <https://ca.db101.org/>
- U.S. Dept. of Housing and Urban Development (HUD): <https://portal.hud.gov/hudportal/HUD>



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